

The Leigh Academy Pupil premium strategy statement 2021-2022

This statement details the academy’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Leigh Academy
Number of pupils in school	1446
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Julia Collins
Pupil premium lead	Sarah Forde
Governor / Trustee lead	Anne Barritte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283, 635
Recovery premium funding allocation this academic year	£37, 249
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 320,884

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Plan 2020-21 invested in resources that support our disadvantaged students within the areas of greatest need and effect. Having reviewed previous Pupil Premium Plans and spending alongside research from the Education Endowment Fund and examples of best practice from Achievement for All¹, we will invest funding in 2 key areas:

- Tuition – The Education Endowment Fund states that small group tuition is “effective”, with evidence demonstrating an increase of 4 months progress. The Pupil Premium Plan will fund targeted, small group tuition on a half termly basis.
- Digital Strategy – Students and staff alike have developed a wealth of new skills having changed the way they have been working during lockdowns. Ensuring that we continue to support and develop remote learning will be key to providing high quality intervention for a wide range of students across all Key Stages.

The effect of the academy closures as a result of the COVID-19 pandemic will impact on a wide range of our students here at The Leigh Academy, not just those classed as disadvantaged. Academy closure will have impacted on students from different groups causing gaps in knowledge and skills across the curriculum;

- Those identified for catch up in year seven 2020/2021, (now year 8); as the full programme was not completed, particularly in maths
- Disadvantaged students; as access to resources, parental capacity for support, motivation and work ethic may be a barrier
- SEND students; as access to resources and support may be a barrier
- Academically vulnerable; as the lack of school structure, parental capacity for support, motivation and work ethic may be a barrier.
- Those identified for catch up in year seven 2021/2022

Information is also provided in the next section on how the Pupil Premium Grant will be spent in 2021-22 to further support our disadvantaged students in all key stages.

This will be achieved through:

- Whole Academy strategies which benefit all students.
- Targeted strategies for underperforming students which benefit disadvantaged and other underperforming students.
- Personalised strategies for students eligible for PPG which specifically benefit disadvantaged students.

¹ Achievement For All: <https://afaeducation.org>. Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges to improve outcomes for all children and young people.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy and Numeracy skills on entry to Year 7 are lower which slows progress across the curriculum and ability to access the curriculum
2	Disadvantaged students making less progress than non-disadvantaged students nationally Leigh High Attaining Pupils on entry who are eligible for PP are making less progress than HAPs who are non-disadvantaged
3	A higher proportion of Pupil Premium students experience social, emotional and mental health issues which affect behaviour and attendance and can therefore have a detrimental impact on progress
4	Lack of parent/carer support with learning at home and a lack of engagement by parents of students how are most vulnerable to underachievement
5	Lack of engagement with blended learning during the Covid - 19 pandemic

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Literacy, numeracy and reading skills for students eligible for Pupil Premium in all years, with a particular focus on students in Years 7, 8 and 9	Pupil Premium students in Years 7, 8 and 9 make rapid progress by the end of the year, so that all Pupil Premium students show a minimum 20% increase in reading age, and make good progress in the LAT KS3 maths MYP assessments
Improved rate of progress for disadvantaged students and for HAPs who are eligible for Pupil Premium.	Disadvantaged and HAPs who are eligible for Pupil Premium have a positive Progress 8 score in KS4 outcomes
To continue to improve personal development, behaviour and welfare strategies and support	The proportion of disadvantaged students who are excluded continues to fall below national average and attendance increase to be above national average for PP
To continue to strengthen partnerships with academy and home	Increased parent/carer attendance at key events and increased involvement in blended learning as evidence in parental surveys

To close the attainment gap created by a loss of learning during the pandemic	To ensure that the pupil premium students catch up on loss of curriculum time.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 93,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy & Numeracy Support & Development	Accelerated Reader and Numeracy programmes, Fresh Start, Lexia, Rosetta Stone, MyON. Maths Mastery Reciprocal Reading in Tutor Time Professional Development for tutors to develop reading techniques Subsidies to allow equal access to personal devices, resources and other equipment and consumables for disadvantaged children Literacy Coordinator role	1
<i>Use of external strategies to improve student progress</i>	PiXL & PiXL 6- providing access to a huge network of schools and exposure to the latest updates, training and impact studies to support student progress	5
<i>Employment of key personnel to support student wellbeing</i>	Employment of Inclusion Behaviour Manager Trust Attendance and Welfare Officer Trust Educational Psychologists	3
<i>Literacy and Numeracy Development</i>	Provide additional numeracy and literacy support to Key Stage 3 students through the purchase of packages such as Literacy Planet, My Maths and Numeracy Workout.	1
<i>Whole Academy Professional Development (PD)</i>	PD of staff to develop strategies to support, stretch and challenge disadvantaged and HAP students.	2
<i>Continued development of Maths Mastery</i>	To support the Academy investment in Maths Mastery by renewing our MathsWatch subscription.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 157,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS3 targeted support</i>	Small groups and one to one tutoring with maths tutor Targeted homework clubs for Years 7,8 & 9 students	1
<i>KS3 and KS4 online support</i>	Online tutoring with MyTutor	1
<i>Leadership of strategies to increase progress of disadvantaged students</i>	Strategic planning and leadership of all strategies implemented to support disadvantaged students narrow the achievement gap - member of senior staff (AGO) given responsibility , time and allowance to ensure strategies are targeted and effective.	2
<i>Bespoke targeted student academic support</i>	Academic catch up/support sessions with key staff.	2 , 5
<i>Targeted subject intervention</i>	Dedicated interventions and support sessions in underperforming subjects.	2, 5
<i>Continued curriculum recovery throughout the academic year</i>	Saturday and holiday revision sessions for key targeted students to raise attainment levels. (August, October, February, April, May)	2, 5
<i>SLT interventions</i>	Academic mentoring of targeted KS4 students by SLT.	2, 5
<i>SEN interventions</i>	LSAs support for disadvantaged & SEN students.	2, 5
<i>Bespoke pastoral interventions</i>	Student Service Manager Interventions and support	3
<i>External support</i>	Whole day intervention programmes	2, 3, 5
<i>External support</i>	Elevate Study Skills workshops	2,3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Student support</i>	Breakfast Club and refreshments during the examination season.	2, 5
<i>Destinations support</i>	Raising aspirations through virtual careers conventions and university visits (or face to face experiences, Covid-19 permitting)	2, 5
<i>Enrichment Support</i>	Cultural and enriching experiences, educational visits and extracurricular activities (Virtual and possible face to face, Covid-19 permitting).	2, 5
<i>Alternative pathway opportunities</i>	Alternative Curriculum Provision and Respite Placements	3
<i>Student Support & Inclusion</i>	Assistance with uniform and PE Kit items purchased & provided for some students to ensure that they can attend in the correct uniform.	3
<i>Partnerships to support student engagement</i>	Increase communication with parents/carers of disadvantaged students, phone calls to invite to events, and follow up calls, messages and emails. Additional virtual coffee mornings and support for parents of disadvantaged and SEN students.	4
<i>Academic Support</i>	Chromebook rollout to new Year 7 cohort, alongside contributions from the Trust.	1, 2 , 3, 4
<i>Student support & inclusion</i>	Provide assistance with basic equipment packs and calculators for disadvantaged students.	2
<i>Supporting student & staff wellbeing</i>	Mental Health First Aid (We have two newly trained Mental Health First Aiders)	3, 4

Total budgeted cost: £320,884

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

A. Introduction:

The Pupil Premium is allocated to local authorities and schools for students registered on roll in January who are known to have been eligible for free school meals (FSM) at any time in the last six years. The funding is used to support the raising of attainment for the most vulnerable students – this sum is in addition to the underlying school's budget

These documents show the impact of PP funding spent in 2020-21. It is worthy of note that there are 5 subjects at GCSE where disadvantaged students either achieved as well as or better than 'other' students. This is particularly commendable as there were some significantly challenging pupil premium students in this cohort exhibiting high-level physical, emotional and mental health needs, as well as having to deal with the continued impact of the Covid-19 pandemic.

We know that the barriers to learning faced by disadvantaged students at The Leigh Academy often go beyond our academy gates. In addition to the barriers to learning we see in the academy like lower levels of aspiration and lower literacy levels they could also include unstable or chaotic home lives, low levels of family income, low attendance, negative peer group influences and low levels of parental education and engagement. The barriers to learning faced by our disadvantaged cohort can be categorised in 3 ways:

- Attendance – attendance of disadvantaged students is typically lower than non-disadvantaged attendance at The Leigh Academy. Disadvantaged students are less likely to be resilient in their attendance to school and as a result miss out on valuable teaching time and opportunities.
- Low Aspiration – Disadvantaged students typically have lower aspirations with regard to Post 16 and further education and have lower expectations and sense of achievement compared to their non-disadvantaged peers.
- Academic – Disadvantaged students form a significant number of those requiring catch up Literacy and Numeracy support at The Leigh Academy on their arrival in Year 7. Literacy skills and range of vocabulary affects disadvantaged students ability to access a wide range of subject areas.

B. Impact of Pupil Premium, SEND and Catch Up Funding 2020-21

This has been an unprecedented year with the Covid-19 Pandemic resulting in the partial closure of the Academy from January - March 2021. Alongside this, all public examinations for Years 11 and 13 were cancelled, and the Academy had to submit Teacher Assessed Grades for every student for every subject that they had been entered for, after a rigorous assessment process had taken place.

Year 11

In 2021, the gap in achievement between our disadvantaged and 'others' across all of the key measures has narrowed. We had 65 Pupil Premium students in this cohort which is higher than previous years. 17 of those 65 students had serious issues affecting their academic performance despite the high profile attention and support given to these students and their families.

The table below reflects the disadvantaged student outcomes for 2020-21. When compared to the 2019 data, the overall proportion of disadvantaged students achieving 5 or more GCSEs at grades 9-4 including English and maths is 40% compared to 70% for 'others'. This is in line with our 2019 figure of 42%. 65% of our disadvantaged students achieved 9-4 in English, which is slightly higher than the 2019 figure of 61%. In maths, 52.3% of our disadvantaged cohort, achieved a grade of 9-4, compared to 46% in 2019. Our challenge is to now maintain these results with the 2022 cohort, but also to continue to narrow the gap for students achieving either maths or English at grade 9-4, but not the other. This continues to be an important area of focus for the academy this year. In summary, the gap remains stable. This is a remarkable achievement considering the possible impact of the pandemic and the resulting school closures.

Headline Measures 2020-2021

	Disadvantaged students minus those with SEND (2019 results in brackets)	Others
% 9-4 English and Maths	40% (42%)	70% (70%)
% 9-4 English	65% (61%)	86% (86%)
% 9-4 Maths	52% (46%)	74% (73%)
%9-4 EBACC	9% (10%)	26% (19%)

We are really pleased to note, that In Year 11 our disadvantaged students have outperformed or equalled the performance of 'others' in several GCSE / BTEC subjects:

Key:

Disadvantaged outperform 'others'

No difference in outcomes

Less than **10% difference** between 'others' and disadvantaged outcomes

Subject	Disadvantaged students 9-4 / Merit+ %	Non - disadvantaged students 9-4 / Merit+ %	Gap
Music	100	33.3	66.7
PE GCSE	100	83.3	16.7
Performing Arts Acting	92.9	100	16.7

Health & Social Care	88.2	77.8	10.4
Travel & Tourism	100	100	10.4
Computer Science	66.7	69.4	-2.7
Ethics	60	66.7	-6.7
Photography	69.6	94.6	-6.7

Table 2 - This table shows that disadvantaged students either did better than or were broadly in line with 'others' in 8 subjects.

The following subjects had a wider gap in outcomes (a gap larger than 10%), and are a priority for improvement this year: science, art, languages, physical education, business & media studies, design & technology, English, humanities and mathematics.

Post 16

The strategies and tracking put in place for the first part of the academic year, have resulted in Year 13 having a big improvement in outcomes across their academic and vocational subjects. In Year 13 we had 12 students who met the disadvantaged criteria.

Based on our 2021 outcomes, our disadvantaged students are broadly in line, with an APS of 34 and a grade C+ at A Level, and the overall academic APS for our disadvantaged students is 33, with a grade C+. For applied general, our disadvantaged students outperformed the whole cohort achieving an APS of 34 (Distinction), compared to the overall cohort APS of 31 (Distinction-). This is a fantastic achievement, and in line with the 2019 national overall figures for our academic results. Our applied general cohort also outperformed the 2019 national results.

Table 3: Historical KS5 performance for disadvantaged students

	National Average (2019)	2018	2019	2020	2021
Number of students		15	14	18	12
APS per entry Academic		22	16.55	31.76	33
APS per entry Applied General		34	25.31	27.86	34
VA Academic	0	-0.52	-0.68	0.07	0.21
VA Applied General	0	-0.14	-0.19	0.38	0.21
Attainment Academic	C+	D+	D-	C+	C+
Attainment Applied General	Merit+	Dist	Merit	Dist	Dist

KS3

The average prior attainment of our current Year 8 (2020), cohort is much lower than previous years. There are also 7 students with EHCPs in Year 8, which is the highest compared to the other year groups. The number of EHCP applications is also increasing within the year group. To address these students' additional needs and to address the gaps that have been left by the Covid 19 pandemic, a range of strategies have been put in place to provide additional support:

- Targeted maths homework club
- Targeted small group interventions for Maths (for students with a very low baseline assessment)
- Online small group literacy and numeracy tuition
- Targeted pastoral & wellbeing support for students that struggled as a result of the Covid-19 pandemic.

The data below illustrates the impact on achievement for Leigh Academy students. Compared to other LAT secondary non-selective schools, The Leigh Academy has an average grade in year 7 of 3.5 (compared to a LAT average of 3.5); in year 8, of 4, (compared to a LAT average of 3.9); and in year 9, of 4 (compared to a LAT average of 4) for our disadvantaged students. This is comparable for all LAT secondary non-selective schools. In 2020, the global MYP average grade at KS3 was 4.6 (however, it should be noted that nearly 60% of the 862 schools from which this data is taken are private or selective institutions). Despite the challenges of the pandemic, our students have exceeded our expectations at KS3.

Externally provided programmes

Programme	Provider
1:1 Online Tutoring	MyTutor